



Roding Valley
HIGH SCHOOL

Lead Staff Member:	Tony Taylor - SENDCo
Person Responsible:	Deputy Headteacher
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Special Educational Needs & Disability Policy 2024 – 2025

This Policy complies with the statutory requirements in the Special Educational Needs (SEND) Code of Practice 0–25 (June 2014) for decisions taken relating to children with special educational needs (SEN) or disabilities. This policy also makes provision in accordance with The SEND Disability Act (2001), The Discrimination and Disability Act (2006), The Equality Act (2010) and The Children and Families Act (2014).

The SEND Code of Practice offers guidance designed to help schools make provision for students with special education needs following the Identification and Assessment of Special Education Needs and Disabilities.

The vision for Young People with SEND is the same as the vision for all of our young people; inclusion is an embedded part of the school, its policies and its practice. The vision is:

“to be the school of choice for our local community, developing successful young people with high aspirations, who show respect for all and endeavour to become the very best that they can be.”

Aims of the Special Education Needs and Disability Policy (SEND)

Special Educational Needs are a whole school responsibility and high-quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. At Roding Valley High School, we recognise that every teacher is a teacher of SEND and every teacher upholds high expectations for all students.

All teachers are responsible and accountable for the progress and development of the students in their class. Therefore, this policy should be considered within the wider context of all the school's policies, particularly the Teaching and Learning Policy, the Behaviour Policy and the Equal Opportunities Policy.

Our SEND policy is designed to ensure the successful inclusion of all our students as every child is:

- Respected and equally valued
- Encouraged to develop independence
- Guided towards improving their learning outcomes

These students, like all students in the school, are entitled to access a broad, balanced curriculum adapted to best suit their needs and following the National Curriculum requirements.

Partnership with Parents/Carers

Roding Valley High School champions early identification and intervention and recognises how vital parental involvement is in keeping a child's self-esteem high. Parents have the opportunity to meet termly with a member of the Learning Support Management in a SEND Parental Consultation Meeting; parents can also contact the Special Educational Needs Co-Ordinator (SENDCo) or the-Head of Year (HOY) at any time to raise any concern.

We aim to develop a strong partnership with parents/carers and value the unique insight they have of their child's needs. This partnership fosters a continuous dialogue that includes parents' /carers' observations and is crucial when planning provision. The policy aims to keep students as well as their parents/carers informed about their child's entitlement to an education that is appropriate to their needs, promotes high standards and enables them to improve their outcomes and make progress.

Student-Centered Planning: Student Voice

Students have the right to participate in matters affecting them. They are encouraged to express their opinions, feelings and preferences and are openly made aware of information about them. Students participate, where possible, in decision making processes such as:

- Contributing to discussions about their needs, provision and impact through the Assess, Plan, Do, Review structure;
- Contributing to their Education and Health Care Plan (EHC Plan) when these are applied for;
- Discussing objectives in their Annual Review
- Assessing their needs and helping them make choices about subject options, post-16 education and outcomes they are seeking in the future

Identifying Special Educational Needs and Disabilities

The SEND Code of Practice states:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of children of the same age.

Special educational provision is provision that is different from or additional to that normally available to students or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college’.

Disability: “Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is;

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.”

English as an Additional Language (EAL)

Students must not be regarded as having a learning difficulty solely because they speak English as an Additional Language (EAL). Most previously-educated EAL students will progress quickly when given appropriate second-language learner assessments and input. EAL students have their language acquisition tracked using the recommended DfE Codes of Proficiency 2017.

Roding Valley High School supports the collection of EAL Codes of Proficiency for the school census and is in line with the last reported percentages of Code A New-to-English for London (Feb 2020), at about 10%. According to the Bercow Report 2008, EAL students can be over-identified as having Speech and Language needs. As a part of best practice, the SEND Department has specific assessments for elucidating when a student may have both learning and language needs.

Supporting Students with Medical Conditions

For SEND students with medical conditions, please refer to the school’s policy on ‘Supporting Pupils with Medical Conditions’. Where a student’s medical needs require access arrangements or co-occur with a learning need, the SENDCo has input.

Accessibility Plan

For supporting students with physical or mental impairment, please refer to the Accessibility Plan.

Categorisation: Special Educational Needs and Disabilities

The SEND Code of Practice 2014 identifies children that could have special needs using four broad categories calling for special educational provision to be made for them. We recognise these broad areas of need:

1. Communication and interaction including, but not exhaustively:
 - Speech, Language and Communication difficulties;
 - Autistic Spectrum Conditions.
2. Cognition and learning including, but not exhaustively:
 - Moderate Learning Difficulties;
 - Severe Learning Difficulties;
 - Profound and Multiple Learning Difficulties;
 - Specific Learning Difficulties – including literacy and numeracy difficulties.
3. Social, emotional and mental health including, but not exhaustively:
 - Attention Deficit Disorder;
 - Attention Deficit Hyperactivity Disorder;
 - Attachment Disorder;
 - Educational issues caused by an underlying mental health issue such as:
 - Anxiety;
 - Depression;
 - Self-harming;
 - Substance misuse;
 - Eating Disorders;
 - Domestic Violence;
 - Adverse Childhood Experiences (ACEs).
4. Sensory and/or physical including, but not exhaustively:
 - Hearing Impairment;
 - Visual Impairment;
 - Physical Disability;
 - Multi-sensory Impairments.

At Roding Valley High School, we identify the needs of students by considering the needs of the whole child, within the context of their key stage, not just their SEND.

Identification of Children and Young People with Special Educational Needs

Roding Valley High School operates a clear Entrance and Exit Strategy for the SEND List.

Entrance Strategy for the SEND List

Students will be placed on the SEND List if:

- There is a medical diagnosis of a condition which affects learning, processing or creates an inability to access learning and the curriculum;

- There is an educational diagnosis (from an Educational Psychologist) which affects learning, processing or creates and the inability to access learning and the curriculum;
- There is an educational diagnosis (from an Educational Psychologist) which affects learning, processing or creates and the inability to access learning and the curriculum;
- Students' Standardised Scores (or Scaled Scores) fall into the below average range or below, indicating that there is a learning difficulty – usually a score of 85 or below;
- There are Outside Agencies, including private medical experts, working with the student to assist with their mental health, behavioural support or the curriculum has been differentiated to allow them to access learning;
- When deciding on placement on the SEND List, the Essex Progression Guidance should be consulted to see where a students' ability level fits within the structure.

Exit Strategy for the SEND List

Students will be removed from the SEND List if:

- Their Standardised Scores (or Scaled Scores) indicate that that are within the average range for their age;
- They are discharged from a medical or educational professionals' care and there is no longer a condition which affects learning, processing or creates and an inability to access learning and the curriculum;
- Students are working within the same level as their peers with no difference needed to teaching or the curriculum.

Transition in Year 7

We welcome all students to our school, including those with an Education, Health and Care Plan (EHCP) and aim to ensure that appropriate provision is made to meet their needs.

All students with SEND play a full part in the daily life of the school and are encouraged to join in all activities.

When students begin the school in Year 7, information is gleaned from the primary school through a range of transition programmes – including meeting key professionals in the primary school, meeting with parents, meeting with young people and transfer of SEND files. Roding Valley High School works with parents during the transition phase to ensure that young people are known and known well.

When students are at the school, the **Entrance Strategy** is used to place young people on the SEND List. Assessment and identification of SEND can include the following:

- Diagnosis from a relevant medical professional;
- Diagnosis from a relevant educational professional (such as a Local Authority Educational Psychologist);
- Diagnosis of a learning condition from a private Educational Psychologist or someone with a relevant qualification enabling them to diagnose a learning condition;
- In school testing (YARC testing, GL Assessment Progress Tests in English and Maths, New Group Reading Test).

Students are placed on the SEND List and support is then offered in a range of ways which are listed below. Once this support is no longer needed as defined in the Exit Strategy, the Exit Strategy is used to take the young person off the SEND List.

The school uses the Progression Guidance from Essex County Council to assess young people and to place them on to the school's SEND List and / or to make an application for an Education, Health and Care Plan.

Admissions Arrangements.

Parents are encouraged to contact the school as soon as possible (from the end of Year 5 onwards) if they are thinking of sending their child to Roding Valley High School and they have SEND. This allows forward planning for young people and a clear understanding of their needs to be developed. Meetings can be booked with a member of the Learning Support Team. These meetings will focus on the young person and their needs. These meetings usually involve a tour of the school. There is also an opportunity to speak to members of the Learning Support Team at the Open Mornings that take place in the Winter Term.

The SENDCo, or a member of the Learning Support Team, will also liaise with the child's primary school. All prospective Year 6 students attend a 'Practice Day' at Roding Valley High School. During this time a Teaching Assistant or member of the Inclusion Team visits each class to meet and support students. Also, when requested, we make arrangements for an additional visit for students with potential SEND needs.

We have close links with Primary feeder schools and Epping Forest College. Staff from our school visit and liaise with local Primary schools to meet children, ascertain their needs, and ensure that the transfer of students is achieved successfully. Such meetings can also take place virtually.

Transition to Key Stage 4

All students in Years 10 and 11 have the opportunity to formally meet with the Careers Advisor. SEND staff support students in accessing careers information on a more informal individual level from the very first One Plan discussions about aspirations.

Year 11 students with SEND are encouraged to attend College Open Days to experience courses that are suitable for them. College application forms are endorsed with student's particular needs by the SEND team.

Access Arrangements, including JCQ Form 8, Form 8RF and Form 9 and all accompanying documentation, if in place, will be electronically shared with the Exam Team at the college of the students' choice.

Students with an EHC Plan in Years 9, 10 and 11 participate in Transition Review meetings to discuss their future plans with the Information Advice and Guidance Officer. Year 11 students with an EHC Plan will participate in a specific Preparation for Adulthood (PfA) meeting with the Preparation for Adulthood Advisor from Essex County Council (ECC) who can also be invited to the final transition Annual Review before tertiary education. The PfA Plan is drawn up by ECC and shared with parents, school, prospective colleges and included in transition Annual Reviews.

Students Transferring to Key Stage Five or Further Education

The Faculty of Learning Support Liaise with the Pastoral Team to ensure that students are placed on the correct pathway for them and that support is continual and consistent where

required. Where a student with SEND is transferring to another educational provider, the school works with that provider to ensure that they are aware of the needs of students, Access

Arrangements that are in place and the strategies that are in place to support individuals. This is led by the further education establishment and through their own policies and procedures.

Additional Support Outside Roding Valley High School

Outside liaison plays an important role in supporting the school to identify, assess and make provision for students with SEND. If a student at the school is making less than expected progress, even with tailored support, the school then seeks to utilise assistance from external specialists for students with higher levels of need in order to improve their outcomes.

The school has access to the:

- Children's Social Care
- Educational Psychologist Service
- Educational Welfare Service
- Child and Adolescent Health Service
- Essex Young People Drug and Alcohol Services
- Family Solutions
- General Practitioners and Specialist Consultants
- School Nurses (who visit the school regularly) and Specialist from a range of NHS Services and establishments
- Speech and Language Therapist (if stipulated in a child's EHC Plan)

This list is not exhaustive.

The SENDCO also directly liaises externally with Primary Schools and Further Education providers in order to smooth the transfer to and from those institutions.

Our Graduated Approach

All young people who are on the SEND Register are classed as SEND Support and coded "K". This is based on the schools SEND Register Entrance Strategy.

The SEND Register gives information about a young person's needs and gives staff teaching personalised strategies (known as the Sacrosanct Strategies) that must be used to meet the needs of young people in the classroom – this is a clear expectation on staff and part of High Quality Teaching within the school. The school use the 'Ordinarily Available: Inclusive Teaching Framework' and 'Ordinarily Available Targeted Support' documents to support students through High Quality Teaching and evidence-based intervention.

The school uses the SEND Register and the Assess, Plan, Do, Review Document to give information to staff and to track the impact of intervention that may be put into place. This details the support that they need – based around an intervention approach – to ensure that they are able to make accelerated progress in the school. It contains the 'Sacrosanct Strategies' that staff must use in classrooms to ensure that lessons are adapted to meet the needs of pupils in the school. This is part of the school's ACED Framework for teaching and learning.

The school does not endorse, or operate, the use of one-to-one support in classrooms unless there are severe medical needs where a young person is incapacitated in some way (such as a physical impairment where the use of limbs is limited in some way). This is based on research

evidence from the EEF (Education Endowment Foundation), OfSTED and knowledge of young people with the school, which shows that this has limited impact on development and in many cases can be detrimental to the young person.

Identification and Assessment

A student may be identified as having additional needs through parents/carers but also in the following ways:

- Information passed to us from their primary school to indicate this; we gather information so that teaching staff are fully prepared for the autumn term. The school has a commitment to continued staff CPD and training for SEND needs in the classroom. Students will be put on the Roding Valley High School SEND register in line with our Entrance Strategy. On-going observation and information sharing amongst staff relating to a student's achievement is used to inform future planning. Concerns about possible needs, elucidated by a battery of non-restricted SEND assessments are conducted. The student may then be put on the SEND Register if they meet the Entrance Strategy.
- As per ECC guidance, a pupil who continues to cause concern after two cycles of ADPR will be discussed with the school Inclusion Partner and/or the school Educational Psychologist, as appropriate. If agreed, they may be placed on the SEND Register as SEN Support.
- Pursuant to the ECC guidance mentioned above, a pupil who continues to cause concern after three cycles of APDR, may, in addition to the above, be put forward for a statutory assessment request to prepare for an EHC Plan application.

Within the school we work closely with the pastoral team, Looked After Children Coordinator, Child Protection Officer, Head of Year (HOY) and Form Tutors as well as class teachers to help identify students with SEND.

The learning needs of most students will be met inclusively in mainstream. The SEND team works hard to ensure that all students' entitlements, as specified in the Teaching Standards (July 2011, Introduction updated for June 2013) are delivered through due regard to our duties on behalf of SEND students. This ensures they are educated alongside their peers in mainstream classes and that their teachers are fully prepared with inclusive strategies to reasonably adjust for their needs in all curriculum areas.

Appropriate adaptive teaching is built into each scheme of work, embedded within the school's ACED Teaching and Learning Framework, and SEND contributes to the regular review of this seminal Teaching and Learning policy. Teachers utilise a range of teaching strategies that enable all students to have the opportunity to access the National Curriculum. These strategies are used to support the needs of individual students to ensure

that they are fully included in the classroom, with appropriate stretch, challenge and support at all levels.

[Please refer to our ACED Teaching and Learning Policy for additional information.](#)

Assessment

Our firm belief in inclusiveness for all requires the school to work closely with the SENDCo, class teachers and Pastoral team to ascertain student progress through:

- Ongoing evidence from teacher assessment/termly progress checks;
- Information from parents/carers;
- Performance measured subject targets;
- Records from previous schools, including direct contact with primary SENDCos;
- Standardised screening and assessment for all students at the beginning of Year 7 using standardised tests in English and Maths;
- The Accelerated Reader programme using the Star Reader Assessment, which gives a combined Reading and Comprehension age to help choose appropriate readers and books
- Further literacy assessments, for those students in the low average range or who test with a RA of less than 10:00 (years), using the YARC and YARC subtests.
- These results help us determine whether students will then take part in ~~the~~ in our literacy and numeracy interventions.
- Lesson observations made by the SENDCo climate walks.

As noted in the 'Identification and Assessment' section above, if adequate progress is not made or the student continues to have well below age-expected attainment levels, the SEND department will consult with the student, parents, teachers and YPLs as part of SEND Parental Consultation Meetings. In this case, as aforementioned, the SENDCo will arrange for further advice, assessments and/or intervention from Essex County Council and external agencies.

SEND Provision

Teaching students with SEND is a whole school responsibility and is seen in the context of other school policies. The main methods of provision at Roding Valley High School are:

1. Full-time education in the classroom with high-quality teaching differentiated for individual students. This is the first step in responding to students who have or may have SEND;
2. Possible placement in smaller progress class with possible Learning Support Assistant (LSA) support and subject specialists a wide range of curriculum subjects;
3. Differentiated curriculum options at KS4 as appropriate;
4. Small-group withdrawal for Wave 2 interventions as appropriate to the student's Literacy, Numeracy, SEND or ESOL needs; this includes social and learning skills;
5. Thinking Reading – a one-to-one intervention programme that is designed to develop reading practice until chronological and reading age match
6. Homework clubs after school in the Zone;
7. Lunchtime clubs;
8. Reward trips for improved outcomes and progress made throughout the academic year;
9. Support from external professionals, as mentioned in the 'Additional Support' section;
10. A 6th form bilingual peer mentor to support initial learner EAL pupils of similar language backgrounds

Please note this list is not exhaustive.

Evaluation and Review

We also monitor progress and evaluate our SEND provision through:

- Yearly Parents Evenings;
- Regular climate walks by the Extended Leadership Team;
- Regular observations of the work of our Learning Support Assistants carried out by the SENDCO;
- Monitoring progress for students with SEND and scrutiny of students' work.

Statutory Assessment and Request for an Education and Health Care Plan (EHC Plan)

For a few students the help given by the school will not be enough for them to make adequate progress, and it may become necessary to make a request for statutory assessment. This process is managed by the Local Education Authority SEND Team and the school contributes to this process where required. Where a request is made for Statutory Assessment, the student will have demonstrated significant cause for concern.

An individual EHC Plan is then drawn up in consultation with all parties including Specialist teachers and the Educational Psychologist who may see the student so they can devise strategies that can inform planning to improve a student's outcomes.

In addition, the local offer provides parents/carers with information on our SEND provision.

Role of the Special Educational Needs and Disability Coordinator (SENDCO)

The SENDCO plays an essential role in the school's SEND provision and is responsible for the day-to-day operation of the school's SEND policy. The SENDCO is a member of the Senior Leadership Team. This involves working with the head teacher, governing body, SEND Governor, staff, parents and other agencies to determine the strategic development of this policy. The main responsibilities of the SENDCO are:

- Overseeing the day-to-day operation of the SEND policy in line with the new Code of Practice, focusing on high aspirations and improving outcomes for students with SEND;
- Delivering an outcomes-focused and co-ordinated plan for the student and their parents/carers;
- Liaising with and giving advice to fellow teachers on SEND matters;
- Responding to changes in SEND policy, locally and nationally ensuring annual reviews of children with EHC Plans are conducted using guidelines;
- Supporting subject departments and pastoral teams in understanding SEND issues and assisting with developing effective strategies for improved outcomes and provision;
- Line-managing Learning Support Assistants and Higher Level Teaching Assistants;
- Effectively managing all administration relevant to the efficient fulfilment of all relevant SEND responsibilities undertaken by the school in response to student needs and statutory requirement;
- Liaising with external agencies including Education, Health Social Care, Police and NHS;
- Arranging assessment of Access Arrangements following the JCQ guidelines for external examinations and writing Form 8, Form 8RF and Form 9;

- Analysing school performance data that feeds into improved outcomes for student achievement;
- Ensuring robust procedures are in place to monitor, review and evaluate learning outcomes and ensuring that the name of any student identified for monitoring or needing SEND support is entered on the SEND register;
- Keeping up to date with developments in SEND;
- Liaising with SENDCos from other local schools;
- Contributing to the service training of all staff, including NQTs and PGCE students.

The Role of the Local Governing Body

The Local Governing body's responsibilities to students with SEND include:

- Ensuring that the admissions criteria does not discriminate against students with SEND
- Ensuring that provision of a high standard is available for students with SEND
- Ensuring that students with SEND have the opportunity to be involved in school activities
- Having regard for the 2014 SEND Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing the SEND Policy
- Reporting to parents/carers on the school's SEND policy including the allocation of resources from the school delegated/devolved budget via letters/email and meetings

SEND Policy Review

Roding Valley High School considers the SEND policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice annually.

Arrangements for Complaints

If you are concerned about any aspect of the SEND provision that the school is making for your child, you should, in the first instance, contact the school SENDCo. If you continue to have concerns, these should be raised with the Headteacher.

We would hope as a school to be able to resolve any concerns raised, however, our formal CLP complaints policy can be found on the school website.

Storing and Managing Information

Documents are stored as electronic images or paper documents. Access to electronically stored information is restricted to those members of staff who require access via the software system.

General documents and records are retained until the young person reaches the age of 25 years. At the end of the retention period, documents are securely disposed of via a specialist contractor. Some records may be passed on to another educational establishment at key transition points or if they move to another school.

Appendix D: Roding Valley High School SEN Information Report

The SEN Information report should be read in conjunction with the SEND policy.

1. Aims of our provision in regards to students with special educational needs and /or disability

At Roding Valley High School our motto is aspiration, respect and endeavour for all our students. We aim to ensure that all our students are settled, happy, and safe during their time with us. There is an emphasis on early identification of needs through supportive and preventative strategies including:

- Monitoring student's progress, using a range of strategies which enable students to gain meaningful access to the curriculum
- High-quality teaching, with continuous reflection and improvement on driving student progress
- Ensuring all students, whatever their special educational needs or disabilities, receive appropriate educational provision through a broad and balanced curriculum that is relevant, differentiated and demonstrates coherence and progression in learning
- Full inclusion for all students, with staff inspiring and encouraging all learners to take an active role in their academic success
- A comprehensive SEND Policy on our graduated response to the identification and assessment of students' SEND or other needs.

2. Special Educational Needs Department

- **SLT link:** Deputy Headteacher – Mr S Smith
- **SEND Link Governor:** Mrs M James
- **Lead Practitioner: Inclusion and the school SENDCo:** Mr Anthony Taylor

3. How are learners' needs identified and how will the school support my child in transfer?

- Prior to new students arriving, we build up a detailed picture of their learning needs by liaising with Primary schools and their SENDCos to discuss children joining our school. Concerns about particular needs will be brought to our attention at this meeting. Parents are also welcome to contact the SENDCo directly for a chat about their child's needs or general questions about provision.
- During the Y6 summer term, we arrange individual or group tours of the school to prepare students for the transition to RVHS and their new school environment prior to September
- We have a Year 6 Transition day which includes individual interviews with new students and tutors
- Once at RVHS, students' progress is tracked and monitored throughout the academic year. This is determined through termly progress checks. If concerns arise, these are then referred to the SENDCo and discussed with parents so that robust support is made available to enable the student, going forward, to make sustained and good progress

- We work closely with Further Education establishments in order to ensure any additional needs are recognised so that these young people can begin their courses and prepare for adulthood with outcomes that reflect their ambitions.

4. How are parents /carers involved?

- Parents/carers are encouraged to take a full and active part in their child's learning and parental feedback is sought regularly throughout the year through whole school Teaching and Learning surveys.
- Parents/carers are encouraged to share any diagnostic reports or information; outside professional input is useful in helping choose appropriate differentiation strategies
- When a young person is on the school's SEND Register, parents are invited to a SEND Parental Consultation Meeting each term. These are booked through Edulink One and are conducted online. These last 25 minutes and focus on the following areas:
 1. What is working well;
 2. What is not working well;
 3. Action Planning moving forward;
 4. Review of the 'Sacrosanct Strategies' that are on the school's SEND Register.
- Parents/carers are encouraged to contact the SENDCo if there any additional concerns or any queries

5. How will I know how my child is doing?

- Regular marking/feedback is recorded in student exercise books or given on Google Classroom as audio clips, messages or annotated on Google documents.
- Contact can be made with the SENDCO and class teachers. All staff email addresses can be found on the website and on Google Classroom, where you are able to contact teachers directly.
- When a young person is on the school's SEND Register, parents are invited to a SEND Parental Consultation Meeting each term. These are booked through Edulink One and are conducted online. These last 25 minutes and focus on the following areas:
 1. What is working well;
 2. What is not working well;
 3. Action Planning moving forward;
 4. Review of the 'Sacrosanct Strategies' that are on the school's SEND Register.
- The school issues termly reports for all students which give information about attainment and attitude to learning.

6. What support will there be to reduce anxiety/ promote emotional wellbeing?

At Roding Valley High School, we offer and provide students with a variety of opportunities to listen to their views including:

- weekly one-to-one mentoring meetings or group sessions in the Hub to support emotional, social and behavioural needs when necessary
- Well-being Mentoring in one-to-one or groups with a trained LSA
- Regular Pastoral Meetings will bring to our attention students who might need support with self-esteem, anxiety and social skills

- A focus on trauma-perceptive awareness and training for all school staff, who can refer any student about whom they have concerns
- Supportive and communicative relationships with parents/carers, who know their child best
- Referrals to the School Counsellor for more complex issues or bereavement
- Individual Health Care plans created to cater for individual health/medical needs
- Referral to more specialised support such as the Emotional Well-being and Mental Health Service (EWMHS, previously known as CAMHS) or outside agencies and charities specialising in child mental and emotional health
- Advice and support to parents where parents need to make GP or NHS referrals to further investigate or attend to a special need in their child.
- Exam Access Arrangements assessments following the JCQ regulations to identify students who require further support with examinations from Year 9 onwards

7. Our approach and the support we offer

We have an experienced team of Learning Support Assistants (LSAs) and HLTAs who strike the correct balance between necessary support and independent learning.

The school does not endorse, or use, one-to-one support for young people. We focus on targeted intervention so that students can make accelerated progress throughout their time at school.

In addition:

- LSAs observe students and provide feedback to the SENDCo, communicating the needs of the students during fortnightly department meetings
- Internally SEND liaises with pastoral leaders, tutors and subject teachers. Also the quality of SEND provision is regularly monitored by the SENDCo during SEND learning walks, regular whole staff training and faculty meetings.
- Externally we liaise closely with and make recommendations to outside agencies such as: Educational Psychologists, Specialist School Nurse Services, and the Statutory Assessment Service.
- We offer flexible support depending on a child's needs and incorporate a range of strategies to enable students to achieve their full potential. This includes a weekly range of literacy, numeracy and SEND-specific inputs, differentiation strategies, one- to-one mentoring and small group work, where appropriate.
- At KS3 smaller 'progress' groups in English, Maths, Science, Humanities and Spanish are taught by subject specialists
- The school uses a range of literacy and numeracy interventions to develop students' key skills. This includes Thinking Reading, Lexia, Flash Academy and Direct Instruction Mathematics packages among other academic interventions. All interventions used are evidence based;
- The school uses a range of social skills and other interventions to ensure that young people social and emotional skills can develop.

- The school uses a range of standardised testing to be able to forensically understand the needs of students and plan interventions to support these;
- Our afterschool Homework Club will run every Tuesday and Thursday from 3:05pm to 4:00pm
- The Zone, which will be open at break and lunchtimes for students, who need a friendly place to go to hang out, make friends, play games and relax,
- Our support Hub is specifically designed for students who experience social and emotional needs, and offers them a calm, purposeful environment that supports them during challenging times
- All students, including those on the support register, are encouraged to take a full and active part in the extra-curricular activities that the school offers, such as the fully inclusive dance and sports clubs.

8. What Training have the staff supporting students with SEND had?

- All our teachers are teachers of SEN. They have appropriate and regular training on key areas of SEND practice as part of a robust programme of professional development throughout the year
- Learning Support Assistants have appropriate personalised training to support individual students. This is ongoing throughout the year
- Specialist training is also provided to all key staff in response to the needs of individual students during staff Insets
- Specialist training and advice has been provided by Essex County Council to help meet the needs of individual students
- Student Support Register is distributed to all staff with strategies to support SEND students and updated throughout the year
- Parents and students who want to contribute awareness of their personal experience of SEND to staff training are welcomed

9. How will my child be included in activities outside the classroom, including school trips?

Students with SEND participate in school activities alongside other students, as far as is reasonable, practical and compatible with their needs. For example, Sports days are all- inclusive.

Appropriate provision and reasonable adjustments will be made where necessary to support our students with SEND and parents /carers will be involved in the planning of school trips for their child. Additional staffing is provided as necessary. Medical support is in place where necessary.

10. How accessible is the school environment?

- Roding Valley High School complies with Equality Act 2010.
- Where possible the school will make reasonable adjustments to the environment and use its best endeavours to move as many lessons as possible to accessible areas of the school. However, there are some specialist areas that cannot be moved

11. Who can I contact for further information?

- **Deputy Headteacher:** Mr S Smith: ssmith@rodingvalley.net
- **Lead Practitioner: Inclusion:** Mr Anthony Taylor

12. Where can I find out about the local authorities' offer of services and provision for children and young people with SEND?

Information about the Essex Local Offer of services and provisions for children and young people with special educational needs and disability can be found at www.essexlocaloffer.org.uk

13. Who do I contact if I have any concerns?

Whilst every effort is made to gain information from primary feeder schools before a student arrives at Roding Valley High School, we would strongly advise that, if you have any concerns at all about special additional needs or any other issues, that you contact the SENDCo directly.

You are advised to contact the SEND Department via email at ttaylor@rodingvalley.net if you have any concerns.

If your issue is not resolved to your satisfaction, please do not hesitate to contact:

- Your child's form tutor or Head of Year (HOY)
- Deputy Headteacher
- Head of School

If your complaint is still causing your concern, please contact the **Chair of Governors**.